

Policy: Relationships, Health and Sex Education Policy
SACC approval: July 2025
Ratified FGB: July 2025
Review: July 2026

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Relationships, Health and Sex Education Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12

The Church of England is committed to providing an education that enables people to live life in all its fullness.

In 2014, the Church of England Education Office published '[Valuing all God's Children](#)', which offered Church of England schools guidance in challenging homophobic bullying and how to offer "a safe and welcoming place for all God's children."

In 2016, an important new document was produced: The Church of England's Vision for Education: '[Deeply Christian, Serving the Common Good](#)'. The vision offers four basic elements, which together form an ecology of abundant life. They are educating for:

1. Wisdom, knowledge and skills;
2. Hope and aspiration;
3. Community and living well together;
4. Dignity and respect.

At Holy Trinity CE Primary school our vision and ethos reflect these sentiments and they underpin the aims and delivery of the RHSE curriculum, closely interwoven with the National Curriculum statutory requirements for Science.

1. Aims

The aims of relationships, health and sex education (RHSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holy Trinity CE Primary school, we teach RHSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, Governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – all Governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to take a look at this policy
5. Pupil consultation – we investigated what exactly pupils want from their RHSE
6. Ratification – once amendments were made, the policy was ratified by Governors

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5. Curriculum

We use Coram Education and SCARF materials to plan and deliver our RHSE curriculum. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on the requirements set out in the National Curriculum for Science as follows:

- Preparing boys and girls for the changes that adolescence brings; and
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in Religious Education (RE) and ICT (for example, online safety).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Governing Board

The Governing Board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

At the time of writing this policy, the following staff are responsible for the teaching of RHSE at Holy Trinity CE Primary school:

- Class Teachers
- HLTAs and TAs
- External agencies recommended by the Local Authority

7.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity. Provision is tailored for SEND pupils as necessary. School staff and leaders are sensitive to pupils who may have been on a Child Protection Plan, are looked after or previously looked after children. If some lesson content is not appropriate for them or will cause them undue distress, alternative provision will be made.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

At Holy Trinity school, we will continue to teach the facts of human conception in our Year 5 and Year 6 National Curriculum Science lessons which focus on:

- **Puberty: physical and emotional changes associated with it**
- **Changes in puberty that allow sexual reproduction to occur**
- **Knowing that sperm can fertilise an egg in a variety of ways to create a baby**
- **Naming external sexual organs**

We provide a context for complementing the factual approach in science to enable pupils to explore and manage their feelings about their science learning. Pupils will also learn the law related to sex, as part of safeguarding, at this time. This will also complement their science learning.

Parents only have the right to withdraw their children from the components of sex education within RHSE that are additional to the science National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

[This DFE training](#) is available.

10. Monitoring arrangements

The delivery of RHSE is monitored by Governors and the school's Leadership Team through:

- Learning walks
- Lesson observations
- Pupil voice
- Work sampling

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems.

Policies to be read alongside this policy:

- Equality Policy
- Safeguarding and Child Protection Policy
- Internet Safety Policy
- Teaching and Learning Policy
- Visitors into School Policy
- Anti-Bullying Policy
- Behaviour Policy
- School SEND Policy

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

Appendix 1: Curriculum map

Relationships, Health and Sex Education Curriculum Map

At Holy Trinity CE Primary we follow the [PSHE Association](#) programmes of study to ensure progression and coverage. We also cover elements within our RE, Science and Computing curriculum.

We use [Coram Education SCARF materials](#) to deliver lessons, assemblies and discussions.

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Reception	The 'underwear rule' supports the statutory framework for the Early Years Foundation Stage. Personal, social and emotional development Pupils learn; - To talk about their own and others' behaviour, its consequences, and to know that some behaviour is unacceptable. Making relationships Pupils learn; - How important friendships are in making us feel happy and secure, and how people choose and make friends. - How to recognise if family relationships are making them feel unsafe or unhappy and how to seek help or advice from others if needed. - being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.	NSPCC Pants Programme  SCARF Resources – lesson plans and resources available with school login details SCARF planning tool

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Years 1 and 2	Year 1 • Explores themes around families and their special people • The importance of respecting others including those that are different from us • Recognising that genitals are private and their correct names • Develop understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets • Develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them) Year 2 • The process of growing from young to old and how people's needs change • Explores the opportunities and responsibilities that increasing independence can bring • Recognising that they share a responsibility for keeping themselves and others safe	SCARF Resources – lesson plans and resources available with school login details SCARF planning tool PSHE Association Programme of Study PSHE Association Mental Health and Wellbeing resources The National College PSHE and RSHE resources

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Years 3 and 4	Year 3 • introduces themes about change, including bereavement • healthy and unhealthy relationships (friendships) • how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings • the nature and consequences of discrimination • the importance of protecting personal information online • understanding risk and building resilience • making informed choices • resisting pressure and recognising when and how to ask for help Year 4 • builds on the themes covered in previous years, looking more closely at body changes • conflicting emotions; what positively and negatively affects their physical, mental and emotional health • understanding good and not-so-good feelings • recognising and challenging stereotypes • consequences of their actions • pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people	SCARF Resources – lesson plans and resources available with school login details SCARF planning tool PSHE Association Programme of Study PSHE Association Mental Health and Wellbeing resources The National College PSHE and RSHE resources

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Years 5 and 6	Year 5 • builds on the themes covered previously and in greater depth, looking more closely at body changes and feelings during puberty • menstruation and changes in puberty physically and emotionally • how their changing feelings can affect those they live with • what makes relationships unhealthy • exploring risky behaviour in more detail • different types of bullying • how to keep their personal information private online (and why this is important) • how to use social media safely. Year 6 • builds on and reinforces all the themes of the previous years • body image and the media • sexual intercourse • managing pressure online	SCARF Resources – lesson plans and resources available with school login details SCARF planning tool PSHE Association Programme of Study PSHE Association Mental Health and Wellbeing resources The National College PSHE and RSHE resources

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Physical and emotional changes in puberty Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education – conception and sexual organs Self-esteem

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Appendix 3: Parent form: withdrawal from sex education within RHSE Year 6

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	